

**BOARD OF PUBLIC EDUCATION/OFFICE OF PUBLIC INSTRUCTION**  
**CHAPTER 55 JOINT TASK FORCE**  
**APRIL 16, 2010**

**Individual Activity 1B: When I think of the current accreditation process, I want most to maintain ...**

<b>Accreditation Process</b>	<ul style="list-style-type: none"> <li>• The current laws and policy</li> <li>• Minimum program is consistent across the state so kids can transfer without losing credit or having “gaps”. That consistency and fairness (all the same) be applied to all schools across the board. Favoritism is not applied to some schools.</li> <li>• For the sake of children the accreditation standards need to be kept high.</li> <li>• The individual school based accreditation process</li> <li>• Variance of Standards (604) – Maintain, especially charter language.</li> <li>• Steps and procedures for altering schools of deficiencies and the allowance given for corrective action.</li> <li>• The openness that OPI has with schools about accreditation – that dialogue must be continued. We can ask questions and they gladly respond and offer suggestions.</li> <li>• Continue to streamline processes for districts</li> <li>• Continue to promote use of technology to eliminate distances for regular meetings</li> <li>• Continue open relationships between OPI and Board of Public Education</li> <li>• Computer issues input</li> <li>• Annual Report</li> </ul>	
<b>School Counselors / Librarians</b>	<ul style="list-style-type: none"> <li>• <u>Programs and Services</u>: counseling, library, etc., and in some cases umbrella services</li> </ul>	
<b>Indian Education for All</b>	<ul style="list-style-type: none"> <li>• High standards for all students – without sacrificing vital content areas such as visual arts, library-media, civics education, multi-cultural education/IEFA content</li> </ul>	

<b>Continuous Improvement</b>	<ul style="list-style-type: none"> <li>• A process of continuous improvement</li> <li>• Maintaining quality comprehensive education/instruction for Montana students.</li> </ul>	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• 714 – Professional Development</li> </ul>	
<b>Class Size</b>	<ul style="list-style-type: none"> <li>• Small class sizes</li> <li>• Small class sizes – Why the jump between grades 2 and 3 (20 to 28)? Should be gradual. Also, why the jump in hours between grades 3 and 4 (740 to 1180)</li> </ul>	
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>• Accountability with flexibility</li> <li>• Flexibility in maintaining local control</li> </ul>	
<b>Student Standards</b>	<ul style="list-style-type: none"> <li>• Maintain and increase student achievement</li> <li>• Strong standards for small schools regarding special programs such as music and art. Without strong “guidelines” these programs will be lost in our rural school districts.</li> <li>• The content and performance standards</li> <li>• The arts and the gifted/talented programs as part of critical requirements (especially in financially strained times).</li> <li>• State content and performance standards in an age of federal requirements</li> <li>• High standards– going beyond the minimum of the accreditation standards to include other tiers that can be recognized by legislative and funded appropriately (I realize this won’t happen).</li> <li>• I appreciate the notion of “balance” in the middle school philosophy.</li> <li>• The current emphasis of <u>defining</u> by grade level standards in content areas. Teachers must know what the targets are.</li> </ul>	

<b>Quality Educators</b>	<ul style="list-style-type: none"> <li>• Licensed and appropriately endorsed teachers <u>and</u> administrators</li> <li>• The ability to have the option for teachers to get an alternative accreditation</li> <li>• (Areas of concern: Counselor, Library)</li> <li>• Basic requirement for teachers in various curricular areas! Acceptance of certification from other states (flexibility).</li> <li>• Certified teachers in all classes. Unlicensed teachers should not be paid according to school law.</li> <li>• 716 – Substitute language maintain or decrease number of days</li> <li>• General -- Elementary including Music, Art (Numbers/Class)</li> </ul>	
<b>Elements of Quality Education</b>	<ul style="list-style-type: none"> <li>• Size of school: Is there a clear response for small school, large school?</li> <li>• Are all schools able to treat standards the same?</li> <li>• How do socio-economic factors play into student achievement process for Montana schools?</li> <li>• Clarity</li> <li>• High standards for all students – without sacrificing vital content areas such as visual arts, library-media, civics education, multi-cultural education/IEFA content</li> <li>• Maintaining Accreditation for a quality education for the 21<sup>st</sup> century – Balanced educational focus</li> <li>• Kids learning what they need to move into their adult lives. Preparedness.</li> <li>• Free, Public, Quality education for all of our children.</li> <li>• Transparency</li> <li>• Inclusiveness</li> <li>• That the accreditation standards remain as the foundation upon which quality is built (minimums)</li> <li>• We use this process to set a framework for the <u>students' futures</u>, not our pasts.</li> <li>• Safe and effective working conditions for students and teachers</li> <li>• High Standards</li> </ul>	

<b>Gifted and Talented</b>	<ul style="list-style-type: none"> <li>• The arts and the gifted/talented programs as part of critical requirements (especially in financially strained times)</li> </ul>	
<b>Distance Learning</b>	<ul style="list-style-type: none"> <li>• Distance learning – maintain licensure language</li> <li>• Virtual Learning</li> </ul>	
<b>Administrator Standards Update</b>	<ul style="list-style-type: none"> <li>• School leadership – There is a need to keep quality principals in the schools. Today's demands may require more administrators, not less.</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>• I have a love-hate relationship with our standards. One moment I am frustrated because they limit things we want to do. Then later I hide behind a standard: "We can't do that because ...!"</li> <li>• Need more information to give more opinions.</li> <li>• **We will have more specifics as the process unfolds.</li> </ul>	